

**Contact:**

**Michigan Department of Education**  
Grants Coordination and School Support  
Mary Ann Chartrand, Director  
(517) 373-4013  
[www.michigan.gov/mde](http://www.michigan.gov/mde)



Professional Organizations whose members have contributed to the Development of Michigan's K-8 Grade Level Content Expectations through their work on committees:



**PHYSICAL EDUCATION**

MOTOR SKILLS AND  
MOVEMENT  
PATTERNS

CONTENT  
KNOWLEDGE

FITNESS AND  
PHYSICAL  
ACTIVITY

PERSONAL/SOCIAL  
BEHAVIORS  
AND VALUES

GRADE LEVEL CONTENT EXPECTATIONS

v.09.07

# Physical Education

Michigan's Physical Education Grade Level Content  
Expectations in Content Knowledge are categorized into 18  
domains:

- |                              |                                |
|------------------------------|--------------------------------|
| Feedback (FB)                | Participation Inside/Outside   |
| Movement Concepts (MC)       | of Physical Education (PA)     |
| Motor Skills (MS)            | Health-Related Fitness (HR)    |
| Aquatics (AQ)                | Physical Activity and          |
| Outdoor Pursuits (OP)        | Nutrition (AN)                 |
| Target Games (TG)            | Personal/Social Behaviors (PS) |
| Invasion Games (IG)          | Regular Participation (RP)     |
| Net/Wall Games (NG)          | Social Benefits (SB)           |
| Striking/Fielding Games (SG) | Individual Differences (ID)    |
| Rhythmic Activities (RA)     | Feelings (FE)                  |

Students should build their repertoire of knowledge concepts across grade levels. For students, knowledge about *why* to be physically active is as important as knowledge about *how* to be physically active. Knowledge concepts include: how and where the body should move, how the body can move, and how the body functions, as well as knowledge that is reinforced through actual movement. Knowledge of physical activity includes physical, social, and mental health benefits. Knowledge of rules, appropriate behavior, fitness, and safety concepts and health benefits are also included. The acquisition of skill concept, movement concept, fitness concept, and activity concept knowledge requires the utilization of internal and external feedback.



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	Content Knowledge								
Feedback	Feedback								
	K	1	2	3	4	5	6	7	8
	Students will...								
	<b>K.FB.00.01</b> use cues from teachers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.	<b>K.FB.01.01</b> use cues from teachers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.	<b>K.FB.02.01</b> use cues from teachers to improve motor skills and movement patterns, fitness, and physical activity in isolated settings.	<b>K.FB.03.01</b> use feedback from teachers and peers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.	<b>K.FB.04.01</b> use feedback from teachers and peers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.	<b>K.FB.05.01</b> distinguish how internal (prior knowledge) and external feedback improves motor skills and movement patterns, fitness, and physical activities in isolated settings.	<b>K.FB.06.01</b> describe how internal (prior knowledge) and external feedback improves motor skills and movement patterns, fitness, and physical activities in controlled settings.	<b>K.FB.07.01</b> apply selected internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in controlled settings.	<b>K.FB.08.01</b> apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in controlled settings.
Movement Concepts	Movement Concepts								
	K	1	2	3	4	5	6	7	8
	Students will...								
	<b>K.MC.00.01</b> identify selected space awareness movement concepts for location, such as self-space, personal space, and general space.	<b>K.MC.01.01</b> identify all space awareness movement concepts for location, such as self-space, personal space, and general space.	<b>K.MC.02.01</b> describe space awareness movement concepts for location, such as self-space, personal space, and general space.	<b>K.MC.03.01</b> distinguish among all space awareness movement concepts for location, such as self-space, personal space, and general space.	<b>K.MC.04.01</b> apply knowledge of critical elements of all movement concepts while performing locomotor skills in isolated settings.	<b>K.MC.05.01</b> apply knowledge of critical elements of movement concepts while performing non-manipulative, locomotor, and selected manipulative skills (e.g., roll, underhand throw, overhand throw) in controlled settings.	<b>K.MC.06.01</b> apply knowledge of mature form and function of all space awareness movement concepts with mature forms of non-manipulative, locomotor, and selected manipulative skills (e.g., roll, underhand throw, overhead throw) in modified, dynamic settings.	<b>K.MC.07.01</b> apply knowledge of mature form and function of all space awareness movement concepts with mature forms of non-manipulative, locomotor, and selected manipulative skills (e.g., roll, underhand throw, overhead throw) in modified, dynamic settings.	<b>K.MC.08.01</b> apply knowledge of mature form and function of all space awareness movement concepts with mature forms of non-manipulative, locomotor, and selected manipulative skills (e.g., roll, underhand throw, overhead throw) in modified, dynamic settings.
	<b>K.MC.00.02</b> identify selected space awareness movement concepts for directions, such as up/down, forward/backward, right/left, and clockwise/counterclockwise.	<b>K.MC.01.02</b> identify all space awareness movement concepts for directions, such as up/down, forward/backward, right/left, and clockwise/counterclockwise.	<b>K.MC.02.02</b> describe space awareness movement concepts for directions, such as up/down, forward/backward, right/left, and clockwise/counterclockwise.	<b>K.MC.03.02</b> distinguish among all space awareness movement concepts for directions, such as up/down, forward/backward, right/left, and clockwise/counterclockwise.	<b>K.MC.04.02</b> apply knowledge of critical elements of all movement concepts while performing non-manipulative skills in isolated settings.				
	<b>K.MC.00.03</b> identify selected space awareness movement concepts for levels, such as low, medium, and high.	<b>K.MC.01.03</b> identify all space awareness movement concepts for levels, such as low, medium, and high.	<b>K.MC.02.03</b> describe space awareness movement concepts for levels, such as low, medium, and high.	<b>K.MC.03.03</b> distinguish among all space awareness movement concepts for levels, such as low, medium, and high.	<b>K.MC.04.03</b> apply knowledge of critical elements of all movement concepts while performing selected manipulative skills, such as roll, underhand throw, and overhand throw in isolated settings.	<b>K.MC.05.03</b> apply knowledge of mature form and function of all space awareness movement concepts for levels, such as low, medium, and high with mature forms of selected fundamental motor skills in controlled settings.	<b>K.MC.06.03</b> apply knowledge of movement concepts while performing non-manipulative, locomotor, and manipulative skills during participation in target, net/wall, invasion, and striking/fielding modified games and outdoor activities in controlled settings.	<b>K.MC.07.03</b> apply knowledge of selected movement concepts while performing non-manipulative, locomotor, and manipulative skills during participation in target, net/wall, invasion, and striking/fielding modified games and outdoor activities in dynamic settings.	<b>K.MC.08.03</b> apply knowledge of movement concepts while performing non-manipulative skills during participation in target, net/wall, invasion, and striking/fielding modified games and outdoor activities in dynamic settings.



Movement Concepts	Content Knowledge								
	Movement Concepts - Continued								
	K	1	2	3	4	5	6	7	8
	Students will...								
	<b>K.MC.00.04</b> identify selected space awareness movement concepts for pathways, such as straight, curved, and zigzag.	<b>K.MC.01.04</b> identify all space awareness movement concepts for pathways, such as straight, curved, and zigzag.	<b>K.MC.02.04</b> describe space awareness movement concepts for pathways, such as straight, curved, and zigzag.	<b>K.MC.03.04</b> distinguish among all space awareness movement concepts for pathways, such as straight, curved, and zigzag.	<b>K.MC.04.04</b> apply knowledge of movement concepts and skills to design a three-element movement sequence (e.g., simple rhythmic, aerobic, or tumbling activities) in isolated settings.				
	<b>K.MC.00.05</b> identify selected space awareness movement concepts for extensions, such as large/small and far/near.	<b>K.MC.01.05</b> identify all space awareness movement concepts for extensions, such as large/small and far/near.	<b>K.MC.02.05</b> describe space awareness movement concepts for extensions, such as large/small and far/near.	<b>K.MC.03.05</b> distinguish among all space awareness movement concepts for extensions, such as large/small and far/near.	<b>K.MC.04.05</b> apply knowledge of critical elements of movement concepts while performing non-manipulative, locomotor, and selected manipulative skills (e.g., roll, underhand throw, overhand throw) in isolated settings.	<b>K.MC.05.05</b> apply knowledge of critical elements of movement concepts while performing non-manipulative, locomotor, and selected manipulative skills (e.g., roll, underhand throw, overhand throw) in controlled settings.			
	<b>K.MC.00.06</b> identify selected effort movement concepts for time, such as fast/slow and sudden/sustained.	<b>K.MC.01.06</b> identify all effort movement concepts for time, such as fast/slow and sudden/sustained.	<b>K.MC.02.06</b> describe effort movement concepts for time, such as fast/slow and sudden/sustained.	<b>K.MC.03.06</b> distinguish among all effort movement concepts for time, such as fast/slow and sudden/sustained.					
	<b>K.MC.00.07</b> identify selected effort movement concepts for force, such as strong and light.	<b>K.MC.01.07</b> identify all effort movement concepts for force, such as strong and light.	<b>K.MC.02.07</b> describe effort movement concepts for force, such as strong and light.	<b>K.MC.03.07</b> distinguish among all effort movement concepts for force, such as strong and light.					
	<b>K.MC.00.08</b> identify selected effort movement concepts for flow, such as bound and free.	<b>K.MC.01.08</b> identify all effort movement concepts for flow, such as bound and free.	<b>K.MC.02.08</b> describe effort movement concepts for flow, such as bound and free.	<b>K.MC.03.08</b> distinguish among all effort movement concepts for flow, such as bound and free.					
	<b>K.MC.00.09</b> identify selected relationship movement concepts of body parts, such as round, narrow, wide, twisted, symmetrical, and nonsymmetrical.	<b>K.MC.01.09</b> identify all relationship movement concepts of body parts, such as round, narrow, wide, twisted, symmetrical, and nonsymmetrical.	<b>K.MC.02.09</b> describe relationship movement concepts of body parts, such as round, narrow, wide, twisted, symmetrical, and nonsymmetrical.	<b>K.MC.03.09</b> distinguish among all relationship movement concepts of body parts, such as round, narrow, wide, twisted, symmetrical, and nonsymmetrical.					



Content Knowledge									
Movement Concepts	Movement Concepts - Continued								
	K	1	2	3	4	5	6	7	8
	Students will...								
	<b>K.MC.00.10</b> identify selected relationship movement concepts of objects and/or people, such as over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside.	<b>K.MC.01.10</b> identify all relationship movement concepts of objects and/or people, such as over/under, on/off, near/far, front/behind, along/through, meeting/parting, surrounding, around, and alongside.	<b>K.MC.02.10</b> describe all relationship movement concepts of objects and/or people, such as over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside.	<b>K.MC.03.10</b> distinguish among all relationship movement concepts of objects and/or people, such as over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside.					
	<b>K.MC.00.11</b> identify selected relationship movement concepts with people, such as leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups.	<b>K.MC.01.11</b> identify all relationship movement concepts with people, such as leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups.	<b>K.MC.02.11</b> describe relationship movement concepts with people, such as leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups.	<b>K.MC.03.11</b> distinguish among all relationship movement concepts with people, such as leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups.					
Motor Skills	Motor Skills								
	K	1	2	3	4	5	6	7	8
	Students will...								
	<b>K.MS.00.01</b> identify selected critical elements of the following non-manipulative skills: balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing.	<b>K.MS.01.01</b> identify all the critical elements of the following non-manipulative skills: balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing.	<b>K.MS.02.01</b> describe the critical elements of the following non-manipulative skills: balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing.	<b>K.MS.03.01</b> distinguish among the critical elements of the following non-manipulative skills: balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing.	<b>K.MS.04.01</b> apply selected critical elements of the following non-manipulative skills: balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing in isolated settings.	<b>K.MS.05.01</b> apply knowledge of the selected critical elements of movement concepts while performing non-manipulative skills: balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing in controlled settings.			
	<b>K.MS.00.02</b> identify selected critical elements of the following locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, flee, and dodge.	<b>K.MS.01.02</b> identify all the critical elements of the following locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, flee, and dodge.	<b>K.MS.02.02</b> describe the critical elements of the following locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, flee, and dodge.	<b>K.MS.03.02</b> distinguish among the critical elements of the following locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, flee, and dodge.	<b>K.MS.04.02</b> apply knowledge of selected critical elements of the movement concepts while performing locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, flee, and dodge in isolated settings.	<b>K.MS.05.02</b> apply knowledge of the critical elements of movement concepts while performing locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, flee, and dodge in controlled settings.			



Content Knowledge									
Motor Skills	Motor Skills - Continued								
	K	1	2	3	4	5	6	7	8
	Students will...								
	K.MS.00.03 identify selected elements of the following manipulative skills: roll, two-handed catch, and underhand throw.	K.MS.01.03 identify selected elements of the following manipulative skills: roll, underhand throw, and overhand throw.	K.MS.02.03 describe selected critical elements of the following manipulative skills: roll, underhand throw, and overhand throw.	K.MS.03.03 distinguish between all of the critical elements of the following manipulative skills: roll, underhand throw, and overhand throw.	K.MS.04.03 apply knowledge of selected critical elements of movement concepts while performing the following manipulative skills: roll, underhand throw, and overhand throw in isolated settings.	K.MS.05.03 apply knowledge of the critical elements of movement concepts while performing the following manipulative skills: roll, underhand throw, and overhand throw in controlled settings.			
			K.MS.02.04 identify selected critical elements of the manipulative skills of catch, kick, hand dribble, foot dribble, and strike.	K.MS.03.04 identify the critical elements of the manipulative skills of catch, kick, hand dribble, foot dribble, and strike.	K.MS.04.04 apply knowledge of selected critical elements of movement concepts while performing selected manipulative skills: catch, kick, foot dribble, strike with an implement and with the hand, chest pass, bounce pass, hand dribble, volley, overhead pass, and punt in isolated settings.	K.MS.05.04 apply knowledge of the critical elements of movement concepts while performing selected manipulative skills: catch, kick, foot dribble, strike with an implement and with the hand, chest pass, bounce pass, hand dribble, volley, overhead pass, and punt in controlled settings.			
					K.MS.05.05 apply knowledge of movement concepts and skills to design a three-element movement sequence (e.g., simple rhythmic, aerobic, or tumbling activities) with flow in controlled settings.	K.MS.06.05 apply knowledge of movement concepts and skills to design (plan) a four-element movement sequence (e.g., simple rhythmic or aerobic activities) in controlled settings.	K.MS.07.05 apply knowledge of selected movement concepts and skills to design (plan) a four-element movement sequence (e.g., simple rhythmic or aerobic activities) with flow in modified, dynamic settings.	K.MS.08.05 apply knowledge of movement concepts and skills to design (plan) a five-element movement sequence (e.g., simple rhythmic or aerobic activities) with flow in modified, dynamic settings.	
Aquatics	*Aquatics								
	K	1	2	3	4	5	6	7	8
	Students will...								
			K.AQ.02.01 identify selected critical elements of the basic aquatic skills of front float, back float, and recovery.	K.AQ.03.01 identify all of the critical elements of selected aquatic skills: front float, back float, and recovery.	K.AQ.04.01 describe the critical elements of selected aquatic skills: front float, back float, and recovery.	K.AQ.05.01 distinguish between the critical elements of selected aquatic skills: front float, back float, and recovery.	K.AQ.06.01 apply knowledge of critical elements of selected aquatic skills: front crawl, backstroke, breaststroke, and treading in controlled settings.	K.AQ.07.01 apply knowledge of selected critical elements of selected aquatic skills: front crawl, backstroke, breaststroke, and treading in controlled settings.	K.AQ.08.01 apply knowledge of critical elements of aquatic skills: front crawl, backstroke, breaststroke, and treading in controlled settings.

\*The Michigan Department of Education acknowledges that some schools do not have the facilities or community resources to meet all of the aquatics grade level content expectations, however, all water safety grade level content expectations should be met within all physical education programs whether or not pool facilities are available.





Aquatics	Content Knowledge								
	*Aquatics - Continued								
	K	1	2	3	4	5	6	7	8
	Students will...								
			<b>K.AQ.02.02</b> identify selected elements of safe water entry and exit (e.g., ladder, jump, ramp, climbing, etc.).	<b>K.AQ.03.02</b> identify elements of safe water entry and exit (e.g., ladder, jumps, ramp, climbing, etc.).	<b>K.AQ.04.02</b> describe critical elements of safe water entry and exit (e.g., ladder, jump, ramp, climbing, diving, etc.).	<b>K.AQ.05.02</b> distinguish between all critical elements of safe water entry and exit (e.g., ladder, jump, ramp, climbing, diving, etc.).	<b>K.AQ.06.02</b> apply knowledge of critical elements of safe water entry and exit in isolated settings.	<b>K.AQ.07.02</b> apply knowledge of selected critical elements of safe water entry and exit in controlled settings.	<b>K.AQ.08.02</b> apply knowledge of critical elements of safe water entry and exit in controlled settings.
			<b>K.AQ.02.03</b> identify selected elements of the water safety rules (e.g., swim with a buddy, wear a life jacket, reach or throw don't go, follow the rules, swim with supervision, etc.).	<b>K.AQ.03.03</b> identify the elements of the water safety rules (e.g., swim with a buddy, wear a life jacket, reach or throw don't go, follow the rules, swim with supervision, etc.).	<b>K.AQ.04.03</b> describe critical elements of basic aquatic safety rules (e.g., swim with a buddy, wear a life jacket, reach or throw don't go, follow the rules, swim with supervision, boating safety, H.E.L.P., Huddle, etc.).	<b>K.AQ.05.03</b> distinguish between all critical elements of basic selected aquatic safety rules (e.g., swim with a buddy, wear a life jacket, reach or throw don't go, follow the rules, swim with supervision, boating safety, H.E.L.P., Huddle, etc.).	<b>K.AQ.06.03</b> apply knowledge of critical elements of assisting a distressed swimmer in isolated settings.	<b>K.AQ.07.03</b> apply knowledge of selected critical elements of assisting a distressed swimmer in controlled settings.	<b>K.AQ.08.03</b> apply knowledge of critical elements of assisting a distressed swimmer in controlled settings.
		<b>K.AQ.02.04</b> identify selected elements of how to use a life jacket (e.g., proper fit, take on and off, secure clasps, when to use, how to put on when a boat is sinking, etc.).	<b>K.AQ.03.04</b> identify the elements of how to use a life jacket (e.g., proper fit, take on and off, secure clasps, when to use, how to put on when a boat is sinking, etc.).	<b>K.AQ.04.04</b> describe all critical elements of how to use a life jacket (e.g., proper fit, take on and off, secure clasps, when to use, how to put on when a boat is sinking, etc.).	<b>K.AQ.05.04</b> distinguish between all critical elements of how to use a life jacket (e.g., proper fit, take on and off, secure clasps, when to use, how to put on when a boat is sinking, etc.).	<b>K.AQ.06.04</b> apply knowledge of critical elements of assisting a choking victim in controlled settings.	<b>K.AQ.07.04</b> apply knowledge of selected critical elements of assisting a choking victim in controlled settings.	<b>K.AQ.08.04</b> apply knowledge of critical elements of assisting a choking victim in controlled settings.	
		<b>K.AQ.02.05</b> identify selected elements of how to get help (e.g., steps to calling 911, when to leave or help a victim, etc.).	<b>K.AQ.03.05</b> identify the elements of how to get help (e.g., steps to calling 911, when to leave or help a victim, etc.).	<b>K.AQ.04.05</b> describe all critical elements of how to use the knowledge of how to get help.	<b>K.AQ.05.05</b> distinguish between all critical elements of how to get help in simulated emergency practice.	<b>K.AQ.06.05</b> apply knowledge of critical elements of how to get help in simulated emergency practice in isolated settings.	<b>K.AQ.07.05</b> apply knowledge of selected critical elements of how to get help in simulated emergency practice in controlled settings.	<b>K.AQ.08.05</b> apply knowledge of critical elements of how to get help in simulated emergency practice in controlled settings.	

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Outdoor Pursuits	Outdoor Pursuits								
	K	1	2	3	4	5	6	7	8
	Students will...								
		<b>K.OP.01.01</b> identify selected elements of the seven principles of Leave No Trace (PEAK version) in isolated settings.	<b>K.OP.02.01</b> identify selected aspects of the seven principles of Leave No Trace (PEAK version) in isolated settings.	<b>K.OP.03.01</b> describe selected aspects of the seven principles of Leave No Trace (PEAK version) in controlled settings.	<b>K.OP.04.01</b> distinguish among the seven principles of Leave No Trace (PEAK version).	<b>K.OP.05.01</b> apply knowledge of aspects of the seven principles of Leave No Trace (PEAK version) in controlled settings.	<b>K.OP.06.01</b> apply knowledge of selected aspects of the seven principles of Leave No Trace (Adult version) in controlled settings.	<b>K.OP.07.01</b> apply knowledge of selected aspects of the seven principles of Leave No Trace (Adult version) in dynamic settings.	<b>K.OP.08.01</b> apply knowledge of the seven principles of Leave No Trace (Adult version) in dynamic settings.



Content Knowledge								
Outdoor Pursuits - Continued								
K	1	2	3	4	5	6	7	8
Students will...								
	<b>K.OP.01.02</b> identify selected elements of types of land or water-based outdoor pursuits.	<b>K.OP.02.02</b> identify selected types of land or water-based outdoor pursuits.	<b>K.OP.03.02</b> identify selected elements of the nomenclatures of equipment and/or accessories associated with land or water-based outdoor pursuits.	<b>K.OP.04.02</b> identify selected aspects of the nomenclatures of equipment and/or accessories associated with land or water-based outdoor pursuits.	<b>K.OP.05.02</b> identify the nomenclatures of equipment and/or accessories associated with selected outdoor pursuits in controlled settings.	<b>K.OP.06.02</b> describe selected aspects of the nomenclatures of equipment and/or accessories associated with land or water-based outdoor pursuits in controlled settings.	<b>K.OP.07.02</b> distinguish between selected aspects of the nomenclatures of equipment and/or accessories associated with land or water-based outdoor pursuits in controlled settings.	<b>K.OP.08.02</b> distinguish between selected aspects of the nomenclatures of equipment and/or accessories associated with outdoor pursuits in controlled settings.
	<b>K.OP.01.03</b> identify selected elements of types of equipment and/or accessories associated with land or water-based outdoor pursuits.	<b>K.OP.02.03</b> identify selected aspects of types of equipment and/or accessories with land or water-based outdoor pursuits.	<b>K.OP.03.03</b> identify the function of clothing, equipment, and/or accessories associated with selected land or water-based outdoor pursuits.	<b>K.OP.04.03</b> describe aspects of the function of clothing, equipment, and/or accessories associated with selected land or water-based outdoor pursuits.	<b>K.OP.05.03</b> describe the function of clothing, equipment, and/or accessories associated with selected outdoor pursuits.	<b>K.OP.06.03</b> distinguish between the function of equipment and/or accessories associated with selected land or water-based outdoor pursuits.	<b>K.OP.07.03</b> apply knowledge of the function of equipment and/or accessories associated with selected land or water-based outdoor pursuits in controlled settings.	<b>K.OP.08.03</b> apply knowledge of the function of equipment and/or accessories associated with selected outdoor pursuits in controlled settings.
			<b>K.OP.03.04</b> identify selected safety features of land or water-based outdoor pursuits.	<b>K.OP.04.04</b> identify selected safety features of land or water-based outdoor pursuits.	<b>K.OP.05.04</b> describe selected safety features of land or water-based outdoor pursuits.	<b>K.OP.06.04</b> apply knowledge of safety features of land or water-based outdoor pursuits in controlled settings.	<b>K.OP.07.04</b> apply knowledge of selected safety features of land or water-based outdoor pursuits in controlled settings.	<b>K.OP.08.04</b> apply knowledge of safety features of land or water-based outdoor pursuits in controlled settings.
						<b>K.OP.06.05</b> identify selected elements of decision-making skills related to engaging in outdoor pursuits.	<b>K.OP.07.05</b> apply elements of decision-making skills related to engaging in outdoor pursuits.	<b>K.OP.08.05</b> apply decision-making skills related to engaging in outdoor pursuits.
					<b>K.OP.05.06</b> identify governmental, non-profit, and/or private areas used for outdoor pursuits.	<b>K.OP.06.06</b> identify governmental, non-profit, and/or private areas used for outdoor pursuits.	<b>K.OP.07.06</b> identify governmental, non-profit, and/or private areas used for outdoor pursuits in the local area.	<b>K.OP.08.06</b> identify the governmental, non-profit, and/or private areas used for outdoor pursuits in the local area.
					<b>K.OP.05.07</b> distinguish between appropriate and inappropriate resource-related behaviors in selected land or water-based outdoor pursuits.	<b>K.OP.06.07</b> describe appropriate and inappropriate resource-related behaviors in selected outdoor pursuits.	<b>K.OP.07.07</b> distinguish between appropriate and inappropriate resource-related behaviors in selected outdoor pursuits in controlled settings.	<b>K.OP.08.07</b> distinguish between appropriate and inappropriate resource-related behaviors in selected outdoor pursuits in controlled settings.



Outdoor Pursuits	Content Knowledge								
	Outdoor Pursuits - Continued								
	K	1	2	3	4	5	6	7	8
	Students will...								
					<b>K.OP.04.08</b> identify selected knowledge of Leave No Trace principles while performing land or water-based outdoor pursuits in isolated settings.	<b>K.OP.05.08</b> identify several key behaviors which exemplify safe outdoor practices and/or decision-making skills.	<b>K.OP.06.08</b> apply knowledge of Leave No Trace principles while participating in selected outdoor pursuits in isolated settings.	<b>K.OP.07.08</b> apply knowledge of selected Leave No Trace principles while performing outdoor pursuits in controlled settings.	<b>K.OP.08.08</b> apply knowledge of Leave No Trace principles while participating in selected outdoor pursuits in controlled settings.
							<b>K.OP.06.09</b> apply knowledge of safety and decision-making skills while participating in selected outdoor pursuits in isolated settings.	<b>K.OP.07.09</b> apply knowledge of selected safety and decision-making skills while performing outdoor pursuits in controlled settings.	<b>K.OP.08.09</b> apply knowledge of safety and decision-making skills while performing selected outdoor pursuits in controlled settings.
							<b>K.OP.06.10</b> identify several key behaviors which exemplify safe outdoor practices and/or decision-making skills in controlled settings.	<b>K.OP.07.10</b> identify key behaviors which exemplify safe outdoor practices and/or decision-making skills in controlled settings.	<b>K.OP.08.10</b> apply key behaviors which exemplify safe outdoor practices and/or decision-making skills in controlled settings.
Target Games	Target Games								
	K	1	2	3	4	5	6	7	8
	Students will...								
					<b>K.TG.04.01</b> identify selected tactical problems, such as accuracy in distance and direction, during modified, unopposed target games.	<b>K.TG.05.01</b> identify tactical problems, such as accuracy in distance and direction, during modified, unopposed target games.	<b>K.TG.06.01</b> describe selected elements of tactical problems, such as accuracy in distance and direction (e.g., reducing number of shots/strokes, implement selection, set up routine/starting position) during modified, 1 vs. 1, unopposed target games.	<b>K.TG.07.01</b> describe all elements of tactical problems, such as accuracy in distance and direction (e.g., reducing number of shots/strokes, implement selection, set up routine/starting position) during modified, 1 vs. 1, opposed target games.	<b>K.TG.08.01</b> distinguish among all elements of tactical problems, such as accuracy in distance and direction (e.g., reducing number of shots/strokes, implement selection, set up routine/starting position) during 1 vs. 1, opposed target games.





Content Knowledge									
Target Games	Target Games - Continued								
	K	1	2	3	4	5	6	7	8
	Students will...								
								<b>K.TG.07.02</b> describe selected elements of tactical problems of accuracy in trajectory (e.g., shot execution/ placement modifying flight pattern, spin) during modified, 1 vs. 1, unopposed target games.	<b>K.TG.08.02</b> distinguish among selected elements of tactical problems of accuracy in trajectory (e.g., shot execution/ placement modifying flight pattern, spin) during modified, 1 vs. 1, unopposed target games.
Invasion Games	Invasion Games								
	K	1	2	3	4	5	6	7	8
	Students will...								
					<b>K.IG.04.01</b> identify selected use of tactical problems for both on-the-ball and off-the-ball movements for maintaining possession (e.g., passing, receiving), penetration/attack (e.g., shooting, moving with the object), and starting/restarting play (e.g., kick-off, throw-ins) during modified invasion games (e.g., small-sided games, such as 2 vs. 2).	<b>K.IG.05.01</b> identify use of tactical problems for both on-the-ball and off-the-ball movements for maintaining possession (e.g., passing, receiving), penetration/attack (e.g., shooting, moving with the object), and starting/restarting play (e.g., kick-off, throw-ins) during modified invasion games (e.g., small-sided games, such as 3 vs. 3).	<b>K.IG.06.01</b> describe selected elements of tactical problems, including off-the-ball movements (e.g., maintaining possession, attacking goal, creating space), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g., small-sided games, such as 3 vs. 3).	<b>K.IG.07.01</b> describe all elements of tactical problems, including off-the-ball movements (e.g., maintaining possession, attacking goal, creating space, using space in attack), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g., small-sided games, such as 4 vs. 4).	<b>K.IG.08.01</b> distinguish among all elements of tactical problems, including off-the-ball movements (e.g., maintaining possession, attacking goal, creating space, using space in attack), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g., small-sided games, such as 4 vs. 4).
						<b>K.IG.06.02</b> identify selected elements of tactical problems, including on-the-ball movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified invasion games (e.g., small-sided games, such as 3 vs. 3).	<b>K.IG.07.02</b> describe selected elements of tactical problems, including on-the-ball movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating and using space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified invasion games (e.g., small-sided games, such as 4 vs. 4).	<b>K.IG.08.02</b> distinguish among selected elements of tactical problems, including on-the-ball movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating and using space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified invasion games (e.g., small-sided games, such as 4 vs. 4).	



Content Knowledge								
Net/Wall Games								
K	1	2	3	4	5	6	7	8
Students will...								
Net/Wall Games				<b>K.NG.04.01</b> identify selected tactical problems, such as maintaining a rally, setting up an attack (e.g., opening up to teammates), and defending space (e.g., returning to base) during modified, cooperative net/wall games.	<b>K.NG.05.01</b> identify tactical problems, such as maintaining a rally, setting up an attack (e.g., opening up to teammates), and defending space (e.g., returning to base) during modified, cooperative net/wall games.	<b>K.NG.06.01</b> distinguish among selected elements of tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point) and preventing scoring (e.g., defending space, defending against attack) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3 vs. 3).	<b>K.NG.07.01</b> distinguish among selected elements of tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3 vs. 3).	<b>K.NG.08.01</b> distinguish among all elements of tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified net/wall games (e.g., small-sided games, such as 2 vs. 2 and 3 vs. 3).
						<b>K.NG.06.02</b> distinguish among selected elements of tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point) and preventing scoring (e.g., defending space, defending against attack) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3 vs. 3).	<b>K.NG.07.02</b> distinguish among elements of tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3 vs. 3).	<b>K.NG.08.02</b> distinguish among all elements of tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified net/wall games (e.g., small-sided games, such as 2 vs. 2 and 3 vs. 3).



Striking/Fielding Games	Content Knowledge								
	Striking/Fielding Games								
	K	1	2	3	4	5	6	7	8
	Students will...								
					<b>K.SG.04.01</b> use selected tactical problems such as on-the-object problems of infield base positions and off-the-object problems of defending space and defending bases during modified striking/fielding games (e.g., strike a stationary object without a catcher, 4 vs. 4, etc.).	<b>K.SG.05.01</b> use tactical problems, such as on-the-object problems of infield base positions and off-the-object problems of defending space and defending bases during modified striking/fielding games (e.g., strike a stationary object, 5 vs. 5, etc.).	<b>K.SG.06.01</b> describe selected elements of infield tactical problems, including scoring and staying in (e.g., getting on base, moving the runner, advancing to next base, defending object, scoring runs), preventing scoring (e.g., defending space, defending bases, defending space as a team, getting batter out, restricting run scoring), and communicating/umpiring during modified striking/fielding games (e.g., strike a stationary/moving object, 5 vs. 5, etc.).	<b>K.SG.07.01</b> distinguish among elements of infield and outfield tactical problems, including scoring and staying in (e.g., getting on base, moving the runner, advancing to next base, defending object, scoring runs), preventing scoring (e.g., defending space, defending bases on throw from outfield positions, defending space as a team, getting batter out, restricting run scoring), and communicating/umpiring during modified striking/fielding games (e.g., 6 vs. 6, outfielders with shortstop and second base person, focus on runner at second).	<b>K.SG.08.01</b> distinguish among all elements of infield and outfield tactical problems, including scoring and staying in (e.g., getting on base, moving the runner, advancing to next base, defending object, scoring runs), preventing scoring (e.g., defending space, defending bases, defending space as a team, getting batter out, restricting run scoring), and communicating/umpiring during modified striking/fielding games (e.g., 8 vs. 8, 4 outfielders and 4 infielders focus on runner advancing to third).
Rhythmic Activities	Rhythmic Activities								
	K	1	2	3	4	5	6	7	8
	Students will...								
	<b>K.RA.00.01</b> identify selected basic rhythmic patterns.	<b>K.RA.01.01</b> distinguish between basic rhythmic patterns.	<b>K.RA.02.01</b> compare basic rhythmic patterns.	<b>K.RA.03.01</b> combine a variety of mature movement skills into a simple repeating rhythmic sequence.	<b>K.RA.04.01</b> combine a variety of mature movement skills into a repeating rhythmic sequence.	<b>K.RA.05.01</b> integrate basic rhythmic formations, positions, and steps into a rhythmic activity.	<b>K.RA.06.01</b> integrate rhythmic formations, positions, and steps with a partner or group in a rhythmic activity.	<b>K.RA.07.01</b> assess complex, creative rhythmic formations, positions, and steps.	<b>K.RA.08.01</b> assess complex, creative rhythmic formations, positions, and steps that use equipment.



Participation Inside/Outside of Physical Education	Content Knowledge								
	Participation Inside/Outside of Physical Education								
	K	1	2	3	4	5	6	7	8
	Students will...								
	K.PA.00.01 recognize varying types of physical activities.	K.PA.01.01 identify safety rules and procedures for selected physical activities.	K.PA.02.01 understand safety rules and procedures for selected physical activities.	K.PA.03.01 identify opportunities for physical activity within the school and community.	K.PA.04.01 identify and participate in new physical activities.	K.PA.05.01 explain the effects and benefits of physical activity.	K.PA.06.01 compare and contrast physical activities for intensity and skill level.	K.PA.07.01 explain the relationship between physical activity and lifelong health.	K.PA.08.01 set individual physical activity goals and formulate a physical activity program that meets national guidelines.



Content Knowledge								
Health-Related Fitness								
K	1	2	3	4	5	6	7	8
Students will...								
<b>K.HR.00.01</b> identify one of the five components of health-related fitness.	<b>K.HR.01.01</b> identify three of the five components of health-related fitness.	<b>K.HR.02.01</b> identify the five components of health-related fitness.						
		<b>K.HR.02.02</b> identify the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test, etc.).	<b>K.HR.03.02</b> describe the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test, etc.).	<b>K.HR.04.02</b> understand the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test, etc.).	<b>K.HR.05.02</b> predict their own results for the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test, etc.).	<b>K.HR.06.02</b> use the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test, etc.).	<b>K.HR.07.02</b> plan a course of action to meet the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test, etc.).	<b>K.HR.08.02</b> describe their own results for the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test, etc.).
		<b>K.HR.02.03</b> identify the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang, etc.).	<b>K.HR.03.03</b> describe the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang, etc.).	<b>K.HR.04.03</b> understand the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang, etc.).	<b>K.HR.05.03</b> predict their own results for the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang, etc.).	<b>K.HR.06.03</b> use the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang, etc.).	<b>K.HR.07.03</b> plan a course of action to meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang, etc.).	<b>K.HR.08.03</b> describe their own results for the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang, etc.).
		<b>K.HR.02.04</b> identify the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch, etc.).	<b>K.HR.03.04</b> describe the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch, etc.).	<b>K.HR.04.04</b> understand the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch, etc.).	<b>K.HR.05.04</b> predict their own results for the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch, etc.).	<b>K.HR.06.04</b> use the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch, etc.).	<b>K.HR.07.04</b> plan a course of action to meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch, etc.).	<b>K.HR.08.04</b> describe their own results for the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch, etc.).
		<b>K.HR.02.05</b> identify the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).	<b>K.HR.03.05</b> describe the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).	<b>K.HR.04.05</b> understand the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).	<b>K.HR.05.05</b> predict their own results for the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).	<b>K.HR.06.05</b> use the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).	<b>K.HR.07.05</b> plan a course of action to meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).	<b>K.HR.08.05</b> describe their own results for the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing, etc.).





Content Knowledge									
Health-Related Fitness	Health-Related Fitness - Continued								
	K	1	2	3	4	5	6	7	8
	Students will...								
							K.HR.06.06 identify a plan for improving or maintaining their own health-related fitness status with assistance from the teacher.	K.HR.07.06 develop a plan for improving or maintaining their own health-related fitness status with assistance from the teacher.	K.HR.08.06 develop and implement a plan for improving or maintaining their own health-related fitness status with assistance from the teacher.
							K.HR.06.07 understand how to self-assess health-related fitness status for muscular strength and endurance, flexibility, and body composition with teacher guidance.	K.HR.07.07 understand how to self-assess health-related fitness status for muscular strength and endurance, flexibility, and body composition with teacher guidance.	K.HR.08.07 understand how to self-assess health-related fitness status for muscular strength and endurance, flexibility, and body composition.
						K.HR.06.08 understand how to identify the principles of training (frequency, intensity, type, time, overload, specificity).	K.HR.07.08 describe the principles of training (frequency, intensity, type, time, overload, specificity).	K.HR.08.08 understand how to recognize the principles of training (frequency, intensity, type, time, overload, specificity).	
Physical Activity and Nutrition	Physical Activity and Nutrition								
	K	1	2	3	4	5	6	7	8
	Students will...								
	K.AN.00.01 identify that physical activity can lead to increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping).	K.AN.01.01 identify that moderate levels of physical activity increase heart rate, breathing rate, perspiration, etc. (e.g., running, galloping, and hopping).	K.AN.02.01 differentiate between moderate to vigorous levels of physical activity.	K.AN.03.01 identify that physical activity and nutrition have effects on the body (e.g., food as fuel, helps build and maintain bones, muscles, and joints, reduces feelings of depression and anxiety, reduces risk of some chronic diseases, provides nutrients vital for health and maintenance of body, reduces the risk of low bone mass, etc.).	K.AN.04.01 describe selected effects that physical activity and nutrition have on the body (e.g., food as fuel, helps build and maintain bones, muscles, and joints, reduces feelings of depression and anxiety, reduces risk of some chronic diseases, provides nutrients vital for health and maintenance of body, reduces the risk of low bone mass, etc.).	K.AN.05.01 describe effects that physical activity and nutrition have on the body (e.g., food as fuel, helps build and maintain bones, muscles, and joints, reduces feelings of depression and anxiety, reduces risk of some chronic diseases, provides nutrients vital for health and maintenance of body, reduces the risk of low bone mass, etc.).	K.AN.06.01 discuss the effects of physical activity and nutrition on the body (e.g., food as fuel, helps build and maintain bones, muscles, and joints, reduces feelings of depression and anxiety, reduces risk of some chronic diseases, provides nutrients vital for health and maintenance of body, reduces the risk of low bone mass, etc.).	K.AN.07.01 evaluate the effects of physical activity and nutrition on the body with teacher guidance.	K.AN.08.01 evaluate the effects of physical activity and nutrition on the body.



Physical Activity and Nutrition	Content Knowledge								
	Physical Activity and Nutrition - Continued								
	K	1	2	3	4	5	6	7	8
	Students will...								
	<b>K.AN.00.02</b> identify that supporting their own body weight in selected activities develops muscular strength and endurance (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts) in selected activities.	<b>K.AN.01.02</b> understand that supporting their own body weight in selected activities develops muscular strength and endurance (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts).	<b>K.AN.02.02</b> explain that supporting their own body weight in selected activities develops muscular strength and endurance (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts).	<b>K.AN.03.02</b> describe the physiological indicators associated with moderate physical activity (e.g., sweating, increased heart rate, increased respiration, palpating pulse) and adjust participation/effort in isolated settings.	<b>K.AN.04.02</b> understand the physiological indicators associated with moderate to vigorous physical activity (e.g., sweating, increased heart rate, increased respiration, palpating pulse) and adjust participation/effort in isolated settings.	<b>K.AN.05.02</b> measure the physiological indicators associated with moderate to vigorous physical activity (e.g., sweating, increased heart rate, increased respiration, palpating pulse) and adjust participation/effort in controlled settings.	<b>K.AN.06.02</b> use the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers, and/or heart rate monitors to train in target heart rate zones) with internal or external feedback.	<b>K.AN.07.02</b> apply the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers, and/or heart rate monitors to train in target heart rate zones) with teacher guidance.	<b>K.AN.08.02</b> evaluate the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers, and/or heart rate monitors to train in target heart rate zones).
		<b>K.AN.01.03</b> recognize flexibility through a full range of motion of major joints.	<b>K.AN.02.03</b> recognize flexibility through a full range of motion of the major joints.	<b>K.AN.03.03</b> understand how supporting their own body weight, while participating in activities, improves physical fitness.	<b>K.AN.04.03</b> explain how supporting their own body weight, while participating in activities, improves physical fitness.	<b>K.AN.05.03</b> evaluate how supporting their own body weight, while participating in activities, improves physical fitness.			
			<b>K.AN.02.04</b> identify that the body is made up of lean body mass and body fat.	<b>K.AN.03.04</b> identify non-manipulative activities that promote healthy joint flexibility.	<b>K.AN.04.04</b> explain how non-manipulative activities promote healthy joint flexibility.	<b>K.AN.05.04</b> evaluate how non-manipulative activities promote healthy joint flexibility.			
Personal/Social Behaviors	Personal/Social Behaviors								
	K	1	2	3	4	5	6	7	8
	Students will...								
			<b>K.PS.02.01</b> identify some key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in isolated settings.	<b>K.PS.03.01</b> identify key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in isolated settings.	<b>K.PS.04.01</b> describe key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in controlled settings.	<b>K.PS.05.01</b> distinguish between key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in controlled settings.	<b>K.PS.06.01</b> explain the key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in controlled settings.	<b>K.PS.07.01</b> compare behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.	<b>K.PS.08.01</b> analyze behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.



Personal/Social Behaviors	Content Knowledge								
	Personal/Social Behaviors - Continued								
	K	1	2	3	4	5	6	7	8
	Students will...								
			<b>K.PS.02.02</b> identify key behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in isolated settings.	<b>K.PS.03.02</b> identify key behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in isolated settings.	<b>K.PS.04.02</b> describe key behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.	<b>K.PS.05.02</b> distinguish between key behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.	<b>K.PS.06.02</b> explain the key behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.	<b>K.PS.07.02</b> compare behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.	<b>K.PS.08.02</b> analyze behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.
Regular Participation	Regular Participation								
	K	1	2	3	4	5	6	7	8
	Students will...								
			<b>K.RP.02.01</b> identify verbal and nonverbal indicators of enjoyment while participating in physical activities in isolated settings.	<b>K.RP.03.01</b> identify positive feelings associated with regular participation in physical activities in isolated settings.	<b>K.RP.04.01</b> identify positive feelings associated with regular participation in physical activities in isolated settings.	<b>K.RP.05.01</b> identify positive feelings associated with regular participation in physical activities in controlled settings.	<b>K.RP.06.01</b> choose to participate in activities that are personally challenging in controlled settings.	<b>K.RP.07.01</b> choose to participate in activities that are personally challenging in dynamic settings.	<b>K.RP.08.01</b> choose to participate in activities that are personally challenging in dynamic settings.
		<b>K.RP.02.02</b> describe participation in a physical activity for novelty and challenge in isolated settings.	<b>K.RP.03.02</b> recognize the need to practice skills for which improvement is needed in isolated settings.	<b>K.RP.04.02</b> understand the need to practice skills for which improvement is needed in isolated settings.	<b>K.RP.05.02</b> describe the need to practice skills for which improvement is needed in controlled settings.	<b>K.RP.06.02</b> explain why to choose to participate in physical activity, regularly, outside of physical education for personal enjoyment and benefit in controlled settings.	<b>K.RP.07.02</b> explain why to choose to participate in physical activity, on a regular basis, outside of physical education for personal enjoyment and benefit in dynamic settings.	<b>K.RP.08.02</b> explain why to choose to exercise, on a regular basis, outside of physical education for personal enjoyment and benefit in dynamic settings.	
Social Benefits	Social Benefits								
	K	1	2	3	4	5	6	7	8
	Students will...								
				<b>K.SB.03.01</b> identify benefits of social interaction as part of participation in physical activities.	<b>K.SB.04.01</b> identify benefits of social interaction as part of participation in physical activities in isolated settings.	<b>K.SB.05.01</b> identify benefits of social interaction as part of participation in physical activities in controlled settings.	<b>K.SB.06.01</b> use physical activity as a positive opportunity for social interaction in controlled settings.	<b>K.SB.07.01</b> use physical activity as a positive opportunity for social interaction in dynamic settings.	<b>K.SB.08.01</b> use physical activity as a positive opportunity for social interaction in dynamic settings.



Individual Differences	Content Knowledge								
	Individual Differences								
	K	1	2	3	4	5	6	7	8
	Students will...								
			<b>K.ID.02.01</b> choose to participate in physical activities alone and with others in isolated settings.	<b>K.ID.03.01</b> choose to participate with students of varying skill and fitness levels in isolated settings.	<b>K.ID.04.01</b> identify emotions related to how individuals feel while participating in physical activity in isolated settings.	<b>K.ID.05.01</b> choose to participate with students of varying skill and fitness levels in dynamic settings.	<b>K.ID.06.01</b> choose to participate with students of varying skill and fitness levels in dynamic settings.	<b>K.ID.07.01</b> choose to participate with community members of varying skill and fitness levels in dynamic settings.	<b>K.ID.08.01</b> choose to participate with community members of varying skill and fitness levels in dynamic settings.
			<b>K.ID.02.02</b> identify a limited number of differences between idealized body images and elite performances portrayed by the media and their own personal characteristics and skills.	<b>K.ID.03.02</b> identify differences between idealized body images and elite performances portrayed by the media and their own personal characteristics and skills.	<b>K.ID.04.02</b> identify differences between idealized body images and elite performances portrayed by the media and their own personal characteristics and skills.	<b>K.ID.05.02</b> identify differences between idealized body images and elite performances portrayed by the media and their own personal characteristics and skills.	<b>K.ID.06.02</b> understand differences between idealized body images and elite performances portrayed by the media and their own personal characteristics and skills.	<b>K.ID.07.02</b> examine differences between idealized body images and elite performances portrayed by the media and their own personal characteristics and skills.	<b>K.ID.08.02</b> analyze differences between idealized body images and elite performances portrayed by the media and their own personal characteristics and skills.
Feelings					<b>K.ID.04.03</b> choose to participate with students of varying skill and fitness levels in isolated settings.	<b>K.ID.05.03</b> choose to participate with students of varying skill and fitness levels in controlled settings.	<b>K.ID.06.03</b> choose to participate in activities that allow for self-expression in controlled settings.	<b>K.ID.07.03</b> choose to participate in activities that allow for self-expression in dynamic settings.	<b>K.ID.08.03</b> choose to participate in activities that allow for self-expression in dynamic settings.
	Feelings								
	K	1	2	3	4	5	6	7	8
Feelings	Students will...								
			<b>K.FE.02.01</b> identify a limited number of emotions related to how they feel while participating in physical activity.	<b>K.FE.03.01</b> identify emotions related to how individuals feel while participating in physical activity.	<b>K.FE.04.01</b> identify positive feelings associated with regular participation in physical activities.	<b>K.FE.05.01</b> identify emotions related to how individuals feel while regularly participating in physical activity.	<b>K.FE.06.01</b> identify indicators of enjoyment for the aesthetic and creative aspects of skilled performance.	<b>K.FE.07.01</b> examine indicators of enjoyment for the aesthetic and creative aspects of skilled performance.	<b>K.FE.08.01</b> analyze indicators of enjoyment for the aesthetic and creative aspects of skilled performance.

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Academic Review

Debra S. Berkey  
Western Michigan University

William Connor  
Northern Michigan University

Doug Curry  
Wayne State University

Maxine DeBruyn  
Hope College

Roberta Faust  
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Nicki Flinn  
Owosso Public Schools

Heidi Harris  
University of Michigan

Thomas R. Johnson  
Albion College

Joyce Krause  
Wayne State University

Suzanna Rocco Dillon  
Wayne State University

Bo Shen  
Wayne State University

Ann-Catherine Sullivan  
Saginaw Valley State University

Cheryl Teeters  
Northern Michigan University

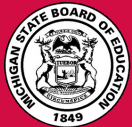
Amy Vertalka  
Owosso Public Schools

Patricia Van Volkinburg  
University of Michigan

Internal Review

Mary Ann Chartrand  
Michigan Department of Education

Kyle Guerrant  
Michigan Department of Education



Michigan  
State Board  
of Education

Kathleen N. Straus  
President  
Bloomfield Township

John C. Austin  
Vice President  
Ann Arbor

Carolyn L. Curtin  
Secretary  
Ewart

Marianne Yared McGuire  
Treasurer  
Detroit

Nancy Danhof  
NASBE Delegate  
East Lansing

Elizabeth W. Bauer  
Member  
Birmingham

Reginald M. Turner  
Member  
Detroit

Casandra E. Ulbrich  
Member  
Rochester Hills

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Michael P. Flanagan  
Chairman  
Superintendent of  
Public Instruction  
Ex Officio

Carol Wolenberg  
Deputy Superintendent

Mary Ann Chartrand  
Director  
Grants Coordination  
and School Support